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ABSTRACT

The Portable Assisted Study Sequence (PASS) Program, a pilot correspondence course program specifically designed to assist the Statewide School Dropout Prevention Program by enabling migrant students throughout California to accumulate high school graduation credits more easily, was effective and worthwhile in 1978. Sixty-three curriculum units in twelve subjects representing eighty credits were available in portable, mailable, self-paced learning packages for use in making up credit deficiencies and supplementing regular instruction. Of 578 students enrolled in PASS in 1978 (346 in the summer), only 12 dropped out and 526 received partial or full credit in a PASS course. Most utilized courses were general math, American government, U.S. history, reading, and English. The PASS program should more clearly define its target population and should modify goals and objectives accordingly. The curriculum units should be anchored to statewide graduation proficiency standards so that migrant students can accumulate both competencies and credits. Direct immediate feedback to enrolled students should be explored. PASS should be articulated with other migrant programs both in and out of California and should perhaps serve as pilot for a national program. Copies of questionnaires used in data collection are included. (SB)

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An appraisal of the first year and recommended activities and strategies of the P.A.S.S. Program Advisory and Review Committee.

by: Cybernetic Learning Systems
James J. Lynn
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in cooperation with the:

Parlier Unified School District
Leo S. Cardona, Ed.D., Superintendent
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and

Jane E. Prueitt Foshee, Director
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The California State Department of Education-Compensatory Education Section - Manuel V. Ceja,
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January 1979

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FOREWORD

This report is the first in a series of documents planned to assist and inform those educators and community members involved in assisting migrant students to successfully complete secondary level schooling in the State of California. It represents the results of the first annual meeting of the P.A.S.S. Program Advisory and Review Committee Meeting. In addition, this report is the first interim report of the independent evaluation of the P.A.S.S. Program and therefore contains an historical description of the first year of the P.A.S.S. Program.

This interim report represents the combined efforts of many people. Credit needs to be given to Manual V. Ceja, Dr. Jose Maestas and Bill Kenney of the California State Department of Education and Herbert C. White of Mini-Corps for previewing and responding to a draft copy of this report. Dr. Leo S. Cardona, Superintendent of Schools, Parlier Unified School District, Marco Sigala, Principal Parlier High School, and Al Moreno, Director of State and Federal Programs, Parlier Unified School District, provided much of the historical data included in this report. Jane E. Prueitt Foshee, P.A.S.S. Program Coordinator assisted by supplying necessary descriptive information relevant to the P.A.S.S. Program's first year of operation. A special word of thanks needs to be given to the following Advisory and Review Committee Members who assisted in the preparation of this report: Dr. Alfredo Castañeda, Professor of Psychology and

Education, Stanford University; Carole M. Kelly, Bilingual Education Consultant, Hollister; Celia Zavala Castañeda, Bilingual Education Consultant; Mark Fulmer, Educational Psychologist, Kings Canyon Unified School District; Bill Brush, School psychologist, San Lorenzo Valley Unified School District; Dan Woltz, Research Consultant, Cybernetic Learning Systems; David Ochoa, Special Media/Evaluation Consultant; and Peter Mesa, Superintendent, Milpitas Unified School District.

INTRODUCTION

In order to fully understand the scope and sequence of the P.A.S.S. Program, one needs to understand the total organizational structure of the California Master Plan for Migrant Education and the related philosophy of the Secondary School Dropout Prevention Program.

The Master Plan for Migrant Education was California's response to the E.S.E.A. Title I, P.L. 89-10, and amended P.L. 89-750 Acts of 1966. Currently the Master Plan is operating under the provisions of P.L. 93-380. Coordinated through the Compensatory Education Support Activity Unit, the Master Plan for Migrant Education established a philosophy and set of goals for Migrant Education. State responsibilities included developing a State Migrant Education Program, authorizing local projects, regulating migrant education projects and evaluating the results of migrant education projects. The Migrant Program is coordinated by nine Regional Offices throughout California. Figure 1 shows the geographical location of these nine regions along with their respective directors. A Mini-Corps was established by the Bureau of Migrant Education to provide local districts with a corps of bilingual, bicultural teacher trainees who are specially trained to work with children of migrant farm workers. The reader is referred to the California State Department of Education's 1974 publication, California Master Plan for Migrant Education for a more thorough description of the goals, progress and organization of the Migrant Education Program.

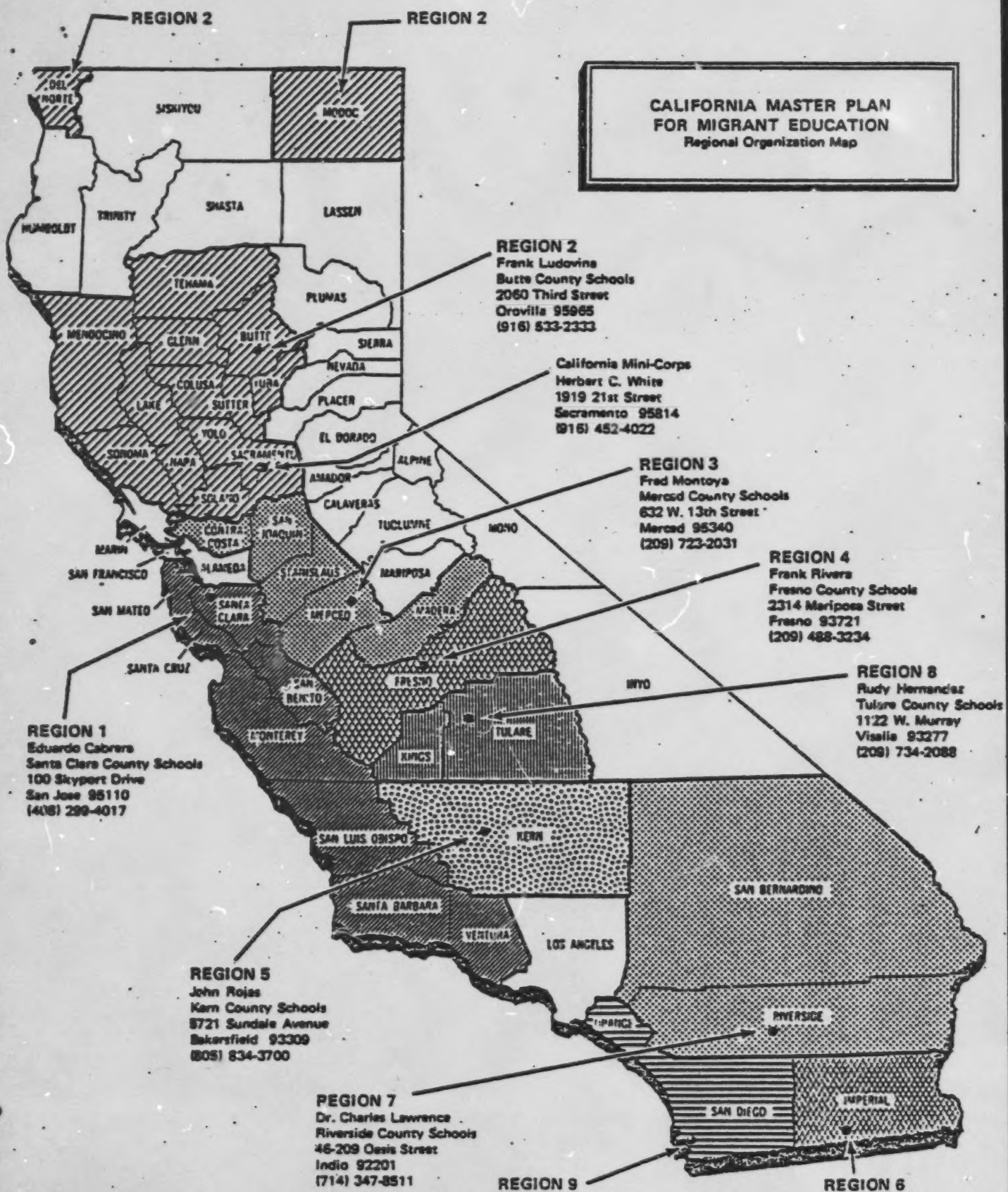

Figure 1. Migrant Education Regions and Directors.

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Of specific relevance to the P.A.S S. Program is one particular component of the Statewide Migrant Education Program - the Secondary School Dropout Prevention Program. This program is a three pronged attack on the problem of migrant early school leavers. The three components of the Dropout Prevention Program are: counseling support services, credit accumulation support and work-study support. The P.A.S.S. Program is specifically designed to assist the Statewide School Dropout Prevention Program by enabling migrant students to accumulate credits more easily through alternative means and therefore, fulfill graduation requirements.

This report is a review and analysis of the status of the P.A.S.S. Program as of December 1978. It developed out of data compiled by the Independent Evaluation Team and the discussions and recommendations of the Advisory and Review Committee which met on December 7 and 8, 1978.

LIST OF PARTICIPANTS

This list of participants includes members of the Advisory and Review Committee, consultants and interested observers. Names identified by astericks are members of the Committee but not in attendance at this first meeting, however they have all received copies of this report.

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SECTION I - OVERVIEW OF THE P.A.S.S. PROGRAM

It is a well documented fact that the children of migrant farm workers are among the most educationally disadvantaged youth in our schools today. These children must be prepared to choose the kind of life style they prefer. Some may return to Mexico, others may continue to work in the fields, and still others may choose to live in an urban environment. The essential ingredient involved in being able to make an informed choice for migrant students is education. To the extent migrant students continue with their education and continue to learn about and explore alternative life styles, their ability to change their way of life is enhanced. There are a host of day to day survival problems which mitigate the chances of a migrant student finishing secondary level schooling. The P.A.S.S. Program is specifically designed to ameliorate some of the difficulties migrant students encounter in accumulating credits. The P.A.S.S. Program seeks to prevent migrant students from dropping out of high school by providing them with an alternative curriculum that is responsive to their transitory life style.

THE NEED

What is the current situation for migrant students? In California alone, there are over 80,000 children of migrant agricultural workers between the ages of three and seventeen who attend school. Estimates on the numbers of migrant students who will eventually graduate from high school vary. At best, perhaps 10 out of every

100 migrant students starting in kindergarden will graduate from high school. At worst, this figure may drop to only 2 or 3 students.

The typical migrant student that remains in school lags significantly behind his peers academically. At the elementary level, migrant student achievement in basic skills often dips two or three years behind expectations and this situation is exacerbated at the secondary level. The reasons for the distressingly high drop out rate and academic lag among migrant students are complex and multi-layered. Respect must certainly be given to those migrant families who value their life style and traditions. Nevertheless, there are many social and economic pressures among migrant families. These socio-economic problems are at the very root of the migrant student's educational difficulties. Housing for migrant families is often inadequate. Sometimes basic needs are not provided, let alone a home environment conducive to study and learning. A migrant student's education is frequently interrupted by the very nature of the family's work. Not only must the younger child adjust to new teachers, peers and school systems, but secondary level students have a difficult time at best accumulating full academic credit under such conditions. Social and economic pressures also contribute to a source of frustration for the older migrant child who must choose between helping to support his family or going to school. Consequently, among many migrant families, there is a certain degree of devaluation of the high school di-

ploma. Academic and vocational pursuits are not a normal part of the migrant family's goals. Therefore, a complex interaction of socio-economic pressure and cultural experience combine to inhibit many migrant students from even dreaming about a high school diploma.

Some progress has been made to help the plight of migrant students. A nationwide program has been established to help migrant students. The Migrant Student Record Transfer System (MSRTS) has been established to coordinate student records throughout the country. In California, some high schools conduct night schools at or near migrant camps to assist students. However, the problems of earning and accumulating full academic credit for work started and then interrupted due to moving have been intractable. Most schools assign grades and also grant credit for completion of full courses either at the semester or year level. The net result has been that many migrant students not only fail to receive credit for partial achievement, they often find themselves repeating old material or lost with new material they haven't been adequately prepared for.

THE SOLUTION

A comprehensive program has been developed in California to address itself to the needs of migrant students in grades 7 - 12 who are at the greatest risk of dropping out of school. The program is called The Secondary School Dropout Prevention Program. It is administrated by the Office of Compensatory Education, Mi-

grant Education Section, and implemented within the nine Regions. This program consists of three interrelated areas: counseling services support; workstudy support and credit accumulation support.

The counseling services support helps migrant students by identifying, diagnosing and providing counseling assistance with academic and personal difficulties on a regular and extended year basis. The counselors help the migrant student identify and clarify problem areas, and they help the student find workable solutions. Appropriate guidance and career/vocational counseling is given participating migrant students. Counselors help to identify eligible students and seek referrals from other teachers and community agencies. Priority for participation in the Dropout Prevention Program is given to those students who are most likely to leave school before graduation unless this special help is given to them. The minimum qualifications for attendance in this program include:

- Attending a secondary school and eligible for migrant educational services, and
- Being a student whose chances for graduating are unrealistic without the provisions of counseling, guidance, financial assistance and credit accumulation.

The work/study support portion of this program provides the migrant student with vocational options. In addition to awareness and orientation to career clusters, the migrant student is provided opportunities to: learn saleable entry-level job skills, increase his/her self-awareness, improve or enhance his/her self-concept, learn skills of career related decision making, earn

supplementary income through special employment opportunities, and develop greater awareness of the world of work and expanded potential to function in the general labor market.

Places of employment which serve the public on a nonprofit basis will be given priority in selecting employment positions for training students. Selected profit making employers may be selected upon approval of the State Department of Education's Migrant Education Section Office according to the following guidelines:

- All feasibilities for placing a student in a public nonprofit establishment have been exhausted
- Private employers selected will agree to share the cost of the stipend and training responsibilities on a prorated basis
- Private employers make a commitment to retain the trainee beyond the training period, and
- Applicable employee benefits will be provided for the trainee.

The credit accumulation portion of the Dropout Prevention Program is supported by the Portable Assisted Study Sequence (P.A.S.S.) Program. The P.A.S.S. Program is a pilot program centered at Parlier High School through which migrant students from throughout California can receive credits which fulfill graduation requirements through correspondence courses. Migrant students are given assistance with these portable learning packages by tutorial help at the student's local high school. Students may also be given credit for appropriate life experiences and receive partial

credit for any P.A.S.S. Program course work completed. The P.A.S.S. Program's goals and objectives within the Dropout Prevention Program are as follows:

Major Goal - 1978-79 Academic Year

The P.A.S.S. Program will

.Prevent migrant students from dropping out of high school by assisting them with alternative methods of credit accumulation.

In the interest of achieving this major goal, the following goals are identified. The P.A.S.S. Program will:

.Provide portable learning packages adapted for migrant student use with which students can proceed at their own pace.

.Provide competency based credits for skills, interests and educationally related life experiences.

.Supplement the regular instruction for targeted migrant students at any secondary level school in California.

.Utilize existing counseling and tutorial support through regular migrant education personnel and the California Mini-Corps to accomplish the goals of the P.A.S.S. Program.

Specific Objectives - 1978-79 Academic Year

At the completion of the 1978-79 school year, it is expected that

.At least five hundred (500) students will have satisfactorily completed requirements for partial or full credit in enrolled P.A.S.S. courses as documented by project student records.

.At least twenty (20) of the migrant seniors enrolled in California high schools will graduate with the assistance of the P.A.S.S. Program Learning Packets as documented by student records and official transcripts.

.All learning activity packets will be reviewed and revised to reflect needed changes as recommended by an expert panel of curriculum specialists and teachers.

.Ten additional semester courses will be adapted to the P.A.S.S. Learning Packet format as indicated in the P.A.S.S. Program brochure.

.More effective methods of coordinating student enrollment, tracking student progress, and assessing student graduation requirement needs will be made and documented by an assessment of secondary level migrant personnel involved in the P.A.S.S. Program.

The P.A.S.S. Program makes available to migrant students at the secondary level, the Parlier Unified School District's approved and accredited curriculum in an appropriate, mailable form for use in the student's school of attendance or while traveling. It is also important to note that the P.A.S.S. Program is not competing with other school districts in the State of California for average daily attendance (A.D.A.) apportionments. In fact, a migrant student must be enrolled in a school district in California in order to be eligible for the P.A.S.S. Program. Students can continue to work through the P.A.S.S. Parlier High School Program and accumulate credits as they migrate throughout the state. In certain instances, a student may even receive his/her high school diploma from Parlier High School.

An important benefit of the P.A.S.S. Program for migrant students is the relative ease of credit accumulation made possible by the P.A.S.S. course learning packages. Each portable course is divided into a number of discrete instructional units. Previously, if a

migrant student had completed 80% of a course and moved, he/she could lose the entire 5 credits for the course. With the P.A.S.S. Program, this same student retains the partial credits completed, and needs only to complete the remaining units in the course to receive full credit. Students can now make up credit deficiencies through P.A.S.S. while participating in the regular program of their local high school.

To clarify both the services which the P.A.S.S. Program offers and the process through which these services are supplied, an example of a P.A.S.S. student's enrollment and study sequence is provided in Figure 2. The example in Figure 2 illustrates the flow of procedures for a typical P.A.S.S. student being served. It should be noted however, that this procedure may vary for individual students depending upon their needs. For example, some students may be given credits directly for life experiences and would therefore not be involved with completing learning packets.

The P.A.S.S. Program cannot serve the needs of all migrant students. It does provide a viable alternative to the present system which has long established roadblocks to facilitating credit accumulation for migrant students. The following section of this report will focus on describing the historical development of the P.A.S.S. Program. The chronological history of the P.A.S.S. Program will enable the reader to better understand the development of the Program through 1978.

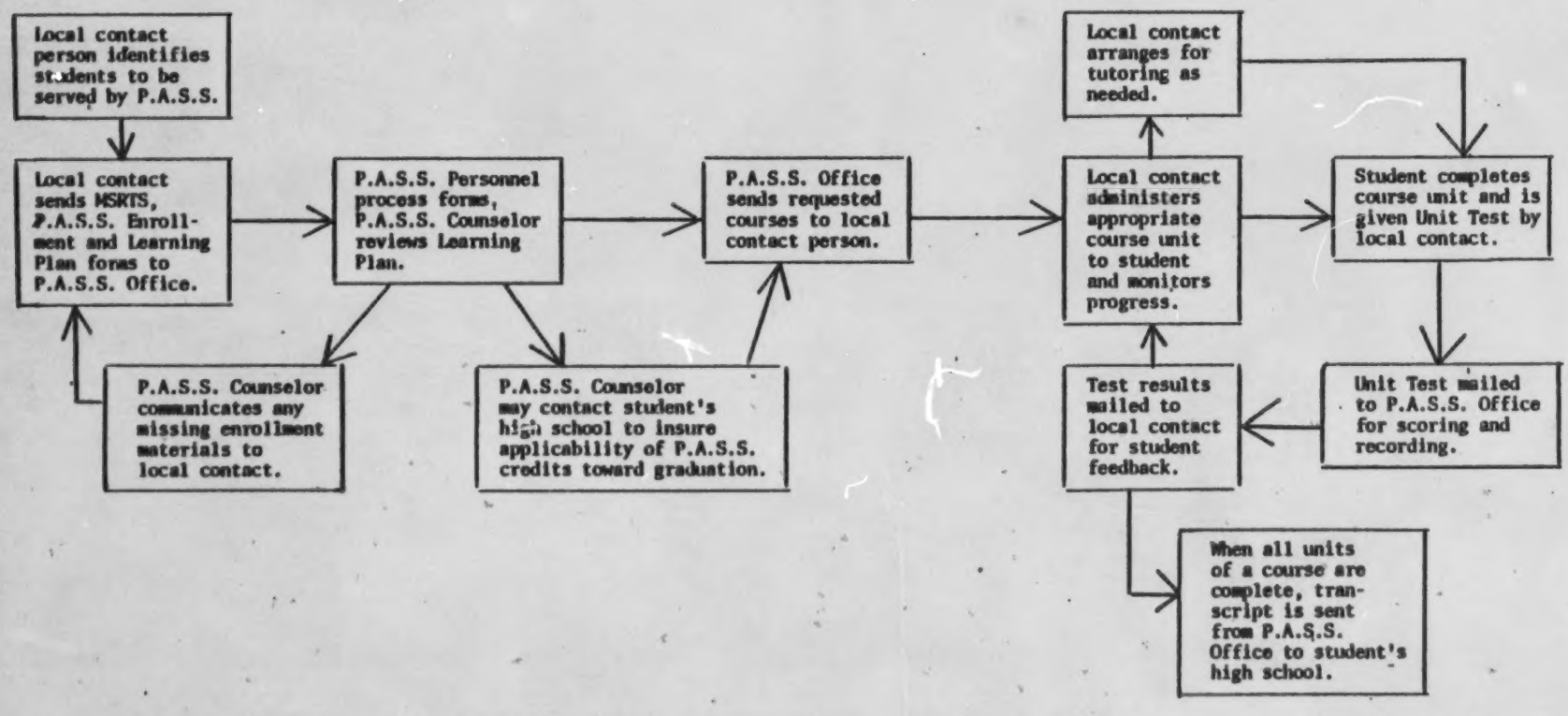

Figure 2. P.A.S.S. Student Process Example.

SECTION II - HISTORICAL DESCRIPTION OF P.A.S.S. PROGRAM

The idea of developing a pilot program with portable instructional learning packages as a part of the Dropout Prevention Program was conceived during the Spring of 1977. Key individuals involved in the early planning of the P.A.S.S. Program included: Manuel J. Ceja, Fred Wolff and Jose Maestras of the California State Department of Education; Herbert White, Director of California Mini-Corps; Leo S. Cardona, Ed.D., Superintendent of Schools, Parlier Unified School District; David Glenday, DeAnza Community College; Robert J. Reinarts, Social Systems Corporation; and Marco Sigala, Principal, Parlier High School. Mary Van Noiy of Hughson High School and Ross Smith of Dos Palos High School also assisted with the early feasibility planning for the P.A.S.S. Program. A special word of credit needs to be mentioned for the support and encouragement given to the P.A.S.S. Program by the Board of Trustees of the Parlier Unified School District.

THE BEGINNING - 1977

During the Spring of 1977, State Migrant Staff met with Dr. Leo Cardona, Mr. Sigala and several staff members from the Parlier High School. The purpose of these early contacts was to explore the feasibility of setting up a statewide portable instructional system for migrant students based at Parlier High School. The Parlier Unified School District was selected for three reasons: 1) central location in the state, 2) availability of qualified bilingual/bicultural educators to conduct the program, and 3) high concentration of migrant students in the San Joaquin Valley.

During the Summer of 1977, an application for Innovative/Special Projects in Migrant Education was prepared by the Parlier Unified School District. The project was entitled, Portable Assisted Study Sequence (P.A.S.S.): A Dropout Prevention Program. The activities of the P.A.S.S. Program during 1977 were largely developmental. Between May and December of 1977, much of the basic groundwork was laid upon which the actual program would run. A few units were initially developed by Ross Smith, Linda Haro and Mary Van Noiy in science and reading but they had not been tested with students yet.

In August of 1977, and again in November of 1977, the position of Coordinator of the P.A.S.S. Program was advertised. After screening a number of applicants from throughout the State, Jane E. Prueitt Foshee was selected for the position and assumed her duties as Coordinator of the P.A.S.S. Program on December 19, 1977. With the hiring of a fulltime Coordinator of the P.A.S.S. Program, the main thrust of the P.A.S.S. Program began in early January of 1978.

THE FIRST HALF OF 1978

A key meeting for the P.A.S.S. Program took place in Sacramento on January 5, 1978. Herb White of Mini-Corps and Dr. Jose Maestas State Department of Education Consultant, gave the P.A.S.S. Program Coordinator the approval to proceed with the initial development, enrollment procedures and development of learning activity packets. The P.A.S.S. Program, as a statewide project, was to be funded and monitored through California Mini-Corps and assisted

and monitored by the Migrant Education Section. The P.A.S.S. Program now had formal approval to recruit students and begin actual operations. Initial enrollment procedures were developed for administrative record keeping reasons.

On January 13, 1978, Jane E. Prueitt Foshee met with all nine of the California State Regional Migrant Directors and Migrant Education Section Staff. The presentation was made in Sacramento and the goals of the P.A.S.S. Program were explained. The importance of the regional migrant network was emphasized in this presentation and the Regional Directors' support was solicited to cooperatively locate and enlist eligible students in the P.A.S.S. Program.

On January 25, 1978, Jane E. Prueitt Foshee met with a state meeting of secondary level counselors. The goals of the P.A.S.S. Program were explained to the counselors. Enrollment procedures and forms were handed out to the counselors. Figure 3 shows the summary enrollment procedures used at that time.

Procedures and eligibility requirements for identifying students were also discussed with the counselors. Between February and June 1978, the P.A.S.S. Coordinator visited migrant counselors at their meetings in San Jose (2/10), Fresno (3/13), Fresno (4/20), State Wide Meeting, San Diego (5/10) and Sacramento (6/21).

The first student was enrolled in the P.A.S.S. Program on February 24, 1978. He needed to take reading in order to graduate by June. Reports indicate that this student and several others were able

PARLIER HIGH SCHOOL

P.A.S.S. PROGRAM

Enrollment Procedure:

Complete Student Learning Plan with all available information:

- personal data
- previous schools attended
- credits received
- test scores--standardized or other assessment inventories
- student goal statements--an indication of student's interests and future plans
- student constraints--a general or specific statement of student constraints (perceived by student and counselor)

Review Student Learning Plan-determine graduation requirements not yet met.

Select one of the three initial course offerings or another from Spring Course Selection, 1978.

Fill out enrollment form in presence of migrant student; mutually agree upon course selection; provide a copy of the student information bulletin; attain signature.

Return: Student Learning Plan
Enrollment Form
Current copy of M.S.R.T.S.

To: P.A.S.S. Program
Parlier High School
601 Third Street
Parlier, California 93648

Figure 3. Summary Enrollment Procedure.

to graduate in June of 1978 with the assistance of the P.A.S.S. Program. By June of 1978, some 60 students had enrolled in the P.A.S.S. Program.

In the Spring of 1978, a number of visitations were made to targeted high schools and related agencies with high concentrations of migrant students. Figure 4 contains a listing of visitations made by the P.A.S.S. Coordinator during the March-June 1978 time period. The two primary purposes of these visitations were: to improve communication and cooperation for the P.A.S.S. Program between state, regional and local agencies and to inservice participating high schools (those enrolling P.A.S.S. students) in the details of the P.A.S.S. Program operations. In addition, the Coordinator met with groups of parents to explain how the P.A.S.S. Program could help their children to graduate.

Project staff began in December 1977 with a Coordinator. A secretary was hired in January 1978. In April 1978, a consultant was hired to help with processing student records. In June 1978, the position, Administrative Assistant/Records was advertised and filled permanently. Through the Youth Services Agency of Fresno County, a second secretary was provided to the staff in June 1978. This secretarial position became a full time P.A.S.S. position in November 1978. Work on the learning activity packages was continuing under the coordination of the Project Coordinator and part time consultants.

P.A.S.S. PROGRAM TRAVEL

Upon request, contact was made with the following state and district personnel:

MARCH	9	Santa Paula High School
	13	Fowler High School
	14	Gonzales High School
	15	State Department - Statewide Secondary Counselors Meeting/Fresno
	15	Exemplary Programs Displays/San Jose
	17	Fowler High School
	18	State Migrant Education Parent Advisory Committee/ Fresno
	28	Fowler High School
APRIL	4	Region I - Monterey County Department of Education/ Salinas
	5	Region I - Stanford Project/San Jose
	6	Region II - Biggs High School
	7	Region IV - Fresno County Department of Education
	10	Watsonville High School
	12	Region VI - Imperial County/El Centro/Calexico/ Brawley
	14	Region I - Santa Clara County/San Jose
	14-15	California Mini-Corps/Sacramento Workshop
	20	State Department - Secondary Counselors Meeting/ Fresno
	21	Delano High School
	21	Reedley High School
	25	Region II - Director & Staff/Woodland
	26	State Department of Education - Fred Wolff, Director
	27	Visalia Unified School District
	28-29	Parlier High School Workshop with Dr. Glenday
MAY	2	National Multicultural Dissimination Center Pomona - Review of Bilingual Social Science/Science Materials
	2	Fillmore Publishing Company - re: State Department request for Slide Documentary
	4	Edison High School - Fresno Unified
	9	Selma Unified
	10	State Department - Secondary Counselors Meeting/San Diego
	12	Imperial County - Region VI - El Centro/Calexico/ Brawley

Figure 4. P.A.S.S. Program Travel.

14-17 - National Migrant Conference - Minneapolis
Presenter with State Department Staff
18 - Coalinga High School
18 - Lindsay High School
25-26 - State Department - Fred Wolff, Director/Sacramento
California Mini-Corps/Sacramento
Region II - Staff/Woodland
30 - Imperial County - Calexico/Brawley/El Centro
31 - Coachella Valley High School/Thermal
Desert Sands Unified/Indio

JUNE 1-2 - State Department Planning Meeting/Sacramento
7 - Merced Union High School District - Region III
Merced County Department of Education
12 - Region VIII - San Luis Obispo MENTE Project
13-14 - Fillmore Publishing/Quintan, Hunt & Associates -
State Department Documentary
20 - Madera Unified School District
21 - State Department - Secondary Counselors Meeting/
Sacramento
22 - Region I - Santa Clara Department of Education -
Summer Stanford Project
28 - Region I - Santa Clara Department of Education

Figure 4 Continued. P.A.S.S. Program Travel.

THE SECOND HALF OF 1978

No single event had a greater impact on the P.A.S.S. Program in the Summer of 1978 than the passing of Proposition 13 in California. The passage of the so called "tax relief bill" resulted in many school districts closing down their summer school programs. The migrant students' plight was particularly critical, in as much as they often depended upon special summer school programs for credit accumulation.

The P.A.S.S. Program, through cooperative arrangements with two Regions (I and VIII) was able to help a large number of migrant students accumulate credits through migrant education special projects at Stanford University and California State Polytechnical University - San Luis Obispo. The Stanford Project was coordinated by Dr. Ray Castro during the Summer of 1978. The 1978 Summer Program at San Luis Obispo was called the MENTE Project. The staff at the MENTE Project were particularly interested in adapting the P.A.S.S. units in English II and General Science to their own innovative curriculum design.

The net result of the Stanford and MENTE Projects was a drastic increase in the actual number of students served by the P.A.S.S. Program in 1978. Other large alternative projects utilizing P.A.S.S. curriculum were developed in: Region I, Gilroy, Watsonville and San Benito High School; Region III, Livingston, Merced and Los Banos; Region IV, Fresno; Region V, Arvin; and Region VIII, Lindsay. Originally, a P.A.S.S. objective was made to

serve between 50-100 students during 1978. Due in large part to the 1978 alternative summer projects, close to 500 students were served. Much of the enrollment, record keeping, grading, and final record keeping procedures were completed on these summer students during the Fall of 1978.

In August of 1978, two additional staff members were added to the P.A.S.S. Program. A curriculum specialist was hired to expand curriculum offerings to students. Based on feedback received from high school contact persons in the field and students, all instructional units were reviewed. In August and September, a member of the State Curriculum Framework Staff made many relevant recommendations which were incorporated in the second printing of the curriculum units. Translations from English to Spanish were initiated on most units to meet the needs of fluent Spanish speaking students.

The second position, counselor, was added to coordinate field communication with contact people in the participating school agencies. It has been discovered that graduation requirements vary tremendously throughout California. The P.A.S.S. Program Counselor has been charged with coordinating utilization of P.A.S.S. Program Correspondence Courses to assist students in meeting graduation requirements at their local school sites.

In September and October of 1978, new student enrollment/record keeping procedures were developed. Figure 5 shows the Enrollment

Direction Procedure used at the field sites. Figure 6 shows the new interoffice Student Enrollment Procedure used by the P.A.S.S. Program Staff. These updated procedures have aided in making the enrollment and record keeping procedures at the P.A.S.S. Office and participating districts more effective and efficient.

ENROLLMENT DIRECTION PROCEDURE

1. Complete Student Learning Plan with all available information:

   Personal Data
   Previous Schools Attended
   Credits Received
   Test Scores - Standarized or other assessment inventories
   Student Gaol Statements - an indication of student's interests and future plans
   Student Constraints - a general or specific statement of student constraints (perceived by student and counselor)

   Review Student Learning Plan - determine graduation requirements not yet met.

2. Select Courses - Reading, English I & II, Speech, General Math, Algebra, U.S. History, Mexican American History, American Government, General Science, Outdoor Study, Work Experience

3. Fill out P.A.S.S. Enrollment Form; mutually agree upon course selection; attain signature.

4. Return:

Student Learning Plan	(Appendix A)
P.A.S.S. Enrollment Form	(Appendix B)
Current Copy of M.S.R.T.S. or	(Appendix C)
Copy of M.S.R.T.S. Enrollment Form	(Appendix D)

   To: P.A.S.S. Program
   Parlier High School
   601 Third Street
   Parlier, Ca. 93648

5. Upon receipt of the Student Learning Plan, P.A.S.S. Program Enrollment Form, and M.S.R.T.S. Form, information will be transferred to student I.D. Card (Appendix E) in the master file and then the requested course materials will be mailed to the designated contact person.

   The enrollment procedure must be completed before course materials will be sent to the student via the contact person.

Figure 5. Enrollment Direction Procedure.

Enrolled: _____
Counselor Contact: _____
Address: _____
Telephone: _____

PARLIER HIGH SCHOOL
P.A.S.S. PROGRAM
STUDENT LEARNING PLAN

NAME: ADDRESS: BIRTHDATE:

PARENT'S NAME: HOME BASE CITY: PREVIOUS SCHOOLS ATTENDED:

ENGLISH / 30 credits required for graduation	FALL	SPRING	CREDIT
Reading I			
Reading II			
Reading III			
English I			
English II			
English III			
English IV			
E.S.L.			

MATH / 10 credits required for graduation	FALL	SPRING	CREDIT
Gen. Math			
Algebra I			
Algebra II			
Geometry			
Trigonometry			
Adv. Math			

SCIENCE / 10 credits required for graduation	FALL	SPRING	CREDIT
*Gen. Science			
L.P.S.			
Biology I			
Chemistry			
Physics			
Adv. Chem.			

SOCIAL STUDIES / 25 credits required for graduation	FALL	SPRING	CREDIT
Frosh Ornt.			
*U.S. History			
*Civics			

PHYSICAL EDUCATION / 30 credits required for graduation	FALL	SPRING	CREDIT
*P.E.			
*P.E.			
P.E.			
R.O.P			

ELECTIVES / 115 Credits Required for Graduation

ART	BUSINESS	HOME EC/INDUSTRIAL ARTS
		* Ag Science * Ornamental Horticulture
MUSIC	FOREIGN LANGUAGE	WORK EXPERIENCE

TEST SCORES	GRADE	READING	LANGUAGE	MATH	OTHER
	9th				
	10th				
	11th				
	12th				

*Might Substitute for Life Experiences

GRADUATION REQUIREMENTS:

English	30 credits	(10 units must be English I)
Math	10 credits	
Physical Ed.	30 credits	
Science	10 credits	- 4 semesters of Ag. Science or 4 semesters of Ornamental Hort. will satisfy requirement
Soc. Science	25 credits	Freshman Orientation - 5 credits U.S. History..... - 10 credits Civics..... - 10 credits
Electives	115 credits	

ADDITIONAL INFORMATION

MIGRANT EDUCATION
PARLIER HIGH SCHOOL
P.A.S.S. PROGRAM
ENROLLMENT FORM

Date: _____

Attach to: Student Learning Plan
Current M.S.R.T.S. or
copy of M.S.R.T.S. Enrollment form

Return to: P.A.S.S. Program
Parlier High School
601 Third Street
Parlier, CA 93648

Name: _____

Current Homebase Address: _____

City, State, Zip Code: _____

High School Currently Enrolled: _____

Grade: _____

Date of Birth: ___/___/___

STUDENT MIGRANT STATUS (Check one)

INTER____ INTRA____ FORMER ____

M.S.R.T.S. #_____ (if available)

Date enrolled at present school site: ____/____/____

Parent's Name: _____

Phone: _____

Counselor Contact: _____

Address: _____

Telephone: _____

Are there Mini-Corps persons available for student tutorial assistance?
yes_____ no _____

If so, name: _____

address: _____

telephone #: _____

Student requests course enrollment in: _____

_____

_____

Student has received copy of Student Information Packet and understands the methods of completion of courses from Parlier High School P.A.S.S. Program.
El estudiante ha recibido una copia del Paquete de Información del Estudiante y comprende el procedimiento de terminación de cursos del Programa de P.A.S.S. de la Escuela Secundaria de Parlier.

_____ Counselor Signature/Firma de Consejero

_____ Student Signature/Firma de estudiante

UNIFORM MIGRANT STUDENT TRANSFER FORM

FILE NAME | FIRST NAME | MI | DATE OF BIRTH | V | AGE | CITY OF BIRTH | COUNTY/COUNTRY OF BIRTH | ST | HOME BASE CITY | ST | STUDENT NO. | MRK

MIGRANT STATUS | EXTRA DATE/NAME

SH SCHOOL HISTORY DATA

SCHOOL NAME | ST | DATE ENR. | DATE DISM. | DAYS TOT. | DAYS PRES. | %

ATTENDANCE CENTER

SCHOOL CITY

ST | ZIP | SCHOOL NO.

MED CAT RECORD ADDRESSEE

PH PARENT DATA

PH LEGAL: 01 LAST NAME | 02 FIRST NAME

PH CURRENT: 01 LAST NAME | 02 FIRST NAME

AA | AB

CH CURRENT RESIDENCE: STREET ADDRESS | CITY | ST | ZIP

SP SPECIAL PROGRAMS — MOST RECENT MIGRANT PROJECT SCHOOL — SN SPECIAL INTERESTS

NAME	01 CODE	02 HRS	03 WKS	CUMUL.	NAME	01 CODE	02 ACT

SH SCHOOL HEALTH DATA

MINIMUM HEALTH SERVICES MATRIX

CATEGORY OF HEALTH SERVICE | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12

AA INITIAL HISTORY
AB PHYSICAL EXAM
AC HT & WT (ANNUALLY HT. WHEN CHART)
AD BLOOD PRESS
AE HGB/HCT
AF URINALYSIS (ONLY WHEN INDICATED MEDICALLY)
AG TB (ANNUALLY IF NEGATIVE)
AH IMMUNIZATION DPT (DF AFTER 5)
AI TBW POLIO (ORAL)
AJ MEASLES
AK RUBELLA
AL MUMPS
AM DENTAL
AN VISION
AO AUDIOMETRIC SCREENING
AP SPEECH
AQ COLOR BLINDNESS
AR BLOOD LEAD
AS PESTICIDE BLOOD LEVEL

NOTE: THE FOLLOWING ARE NOT RECOMMENDED AS ROUTINE BY THE AAP STANDARDS OF CHILD HEALTH CARE, OR THE IMMUNIZATION SCHEDULE OF USPHS.

AT FLUORIDE SCREENING
AU TYPHOID PARATYPHOID
AV SMALLPOX
AW POLIO (INDICATION)
AX INFLUENZA
AY SICKLE

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TD TEST DATA

NAME	01 CODE	02 FORM	03 LV	04 SCORE	05	06	07

CREDIT ACCRUAL MATRIX

ID-SUBJECT	YEAR 1 CHNG	YEAR 1 TTL	YEAR 2 CHNG	YEAR 2 TTL	YEAR 3 CHNG	YEAR 3 TTL	YEAR 4 CHNG	YEAR 4 TTL	SUBJ. TOTAL
AA-ENGLISH		0		0		0		0	0
BA-MATHEMATICS		0		0		0		0	0
CA-U S HISTORY		0		0		0		0	0
DA-U S GOVERNMENT		0		0		0		0	0
EA-STATE GOVERNMENT		0		0		0		0	0
FA-SCIENCE		0		0		0		0	0
GA-HEALTH EDUCATION		0		0		0		0	0
HA-PHYSICAL EDUCATION		0		0		0		0	0
IA-OCCUPATION EDUC.		0		0		0		0	0
JA-ELECTIVES		0		11		0		0	11
TOTALS BY YEARS =		0		11		0		0	

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MIGRANT STATUS

AGRICULTURE

1. ☐ Interstate 2. ☐ Intrastate 3. ☐ Former

FISHING

4. ☐ Interstate 5. ☐ Intrastate 6. ☐ Former

Migrant Education

STUDENT NUMBER _____ MNE _____

Region _____ Area _____

MIGRANT STUDENT ENROLLMENT AND VERIFICATION FORM
FORMA DE MATRICULACION Y VERIFICACION DEL ESTUDIANTE MIGRATORIO

Name of School District / Nombre del Distrito Escolar _____ Name of School / Nombre de la Escuela _____ School ID / ID de la Escuela _____

(1) Last Name/Apellido Paterno _____ First Name/Nombre _____ Initial/Inicial _____

(2) M F
Sex/Sexo | Birthdate/Fecha de Nacimiento | Age/Edad | Date of Enrollment-Withdrawal / Fecha de Matriculación-Retiro | Days Enrolled / Días Matriculados | Days Present / Días Presente

(3) B D O N
Verified By / Verificado Por | Birthplace / Lugar de Nacimiento | City / Ciudad | County-Country / Condado-País | State / Estado | Permanent Residence (Homebase) / Residencia Permanente | State / Estado | Grade / Grado

(4) Legal Parent Data/Datos de Padres Legales

AA
Last Name/Apellido Paterno | First Name/Nombre | Occupation/Ocupación

AB
Last Name/Apellido Paterno | First Name/Nombre | Occupation/Ocupación

(5) Current Parent Data/Datos de Padres Actuales

AA
Last Name/Apellido Paterno | First Name/Nombre | Occupation/Ocupacion

AB
Last Name/Apellido Paterno | First Name/Nombre | Occupation/Ocupación

(6) Mother's Maiden Name/Apellido Paterno de la Madre _____ Twin/Gemelo _____ Name/Nombre

(7) Current Residence / Domicilio Actual _____
Street/Calle | City/Ciudad | State/Estado | Zip Code / Zona Postal

(8) Date of Arrival / Fecha de Llegada _____ mo/day/yr / mes/día/año

(9) Former Residence / Residencia Anterior _____
Street/Calle | City/Ciudad | State/Estado | Zip Code / Zona Postal

(10) Date of Departure / Fecha de Partida _____ mo/day/yr / mes/día/año

(11) Most Recent School Attended / Escuela Más Reciente a la Que Asistió _____
Name/Nombre | City/Ciudad | State/Estado

(12) Previous Occupation / Ocupación Anterior _____
Agriculture/Fishing-related Activity / Trabajo relatado a Agricultura o Pesca | Year/Año

(13) Phone / Teléfono _____
Home / Domicilio | Work / Trabajo

This is to certify that the Migrant Education Program has been explained to me. I further understand that the Migrant Education Program provides supplementary services in Instruction and Health. I also certify that the Migrant Student Record Transfer System (MSRTS) has been explained and is understood by me. I know that my child's record will be made available to me to see and to obtain if I should desire. I understand further that the two forms of the MSRTS, namely the Transfer Form and the Medical Transfer Form, will be sent to other schools upon request in which my child intends to enroll. The foregoing information is correct to the best of my knowledge.

Certifico que el Programa para la Educación de Niños Migratorios me ha sido explicado y lo he entendido. Además, entiendo que este programa provee servicios suplementarios de Instrución y de Salud. Así mismo, certifico que el sistema de Transferencia del Registro del Estudiante Migratorio (MSRTS), me ha sido explicado y lo he entendido. Comprendo que los registros de mi hijo(a) estarán a mi disposición para verlos y obtener copias si este sea mi deseo. También entiendo que los dos documentos que acompañan al MSRTS, a saber, el Registro de Transferencia y el Registro de Transferencia de Datos Médicos, serán enviados a otras escuelas en donde mi hijo(a) intente matricularse, a solicitud de las mismas. La información susodicha es correcta según mi leal saber y entender.

Parents Signature / Firma de Padres _____ Date of Interview _____ Name and Title of Person Collecting Information _____

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MSRTS-2
Revised SEV-1-7-77

A Component of the California Plan for the Education of Migrant Children
E.S.E.A., Title 1, P.L. 93-380

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Appendix E - Student I.D. Card

PARLIER HIGH SCHOOL

P.A.S.S. PROGRAM

NAME: _____ PARENT'S NAME: _____

BIRTHDATE: _____ TELEPHONE: ( ) _____

CURRENT ADDRESS: _____ COUNSELOR CONTACT: _____

_____ ADDRESS: _____

HOMEBASE CITY: _____ TELEPHONE: ( ) _____

CURRENTLY ENROLLED: _____

GRADE: FROSH - SOPH - JR - SENIOR

DATE	COURSE TITLE	UNIT	REQUESTED	RETURNED

INTEROFFICE STUDENT ENROLLMENT PROCEDURE

RETURNED BUSINESS REPLY ENVELOPES - New Enrollments

1. Completed Applications
(MSRTS, Enrollment Form, Learning Plan)

   a. Secretary open and date,

   b. Complete top of ID Card,

   c. Make Student File (Hanging File),

   d. Channel to Counselor for review or Counselor contact if necessary,

   e. Counselor notifies Coordinator/Curriculum Specialist (via attached form) of new student enrollments,

   f. Counselor returns to Secretary to:

      (1) Compile requested Packet and prepare for mailing

      (2) Indicate courses requested and dates on ID Cards and File

      (3) Make entry into site log and course list

      (4) Channel File to Administrative Assistant/Clerk to file in Master File.

2. Incomplete Applications
(Missing any of the following: MSRTS, Enrollment Form, Learning Plan, or incomplete identification data)

   a. Secretary open and date materials received,

   b. Complete top of Student ID Card,

   c. Make Student File (Hanging File) and file in INCOMPLETE FILE.

Figure 6. Interoffice Student Enrollment Procedure.

3. Incomplete Student Application Holding File

a. Two Drawer File (located near secretaries)

(1) Incomplete File - one drawer for Incomplete Applications and waiting on Counselor's follow-up

(2) Hold File Drawer - Indicates Counselor has made follow-up contact and File is on "hold", waiting for necessary data to arrive

b. Correspondence related to a file on "HOLD"

(1) Secretary would pull Student ID Card and indicate information received making Student File complete; and then refile

(2) Channel completed File to Counselor for review. If no further follow-up is necessary, Student File is

(3) Returned to Secretary for completion of ID Card (indicate which courses were requested) and

(4) Prepare Packets for mailing

(5) Student File is forwarded to Administrative/ Assistant/Recorder

Figure 6 Continued. Interoffice Student Enrollment Procedure.

RETURNED BUSINESS REPLY ENVELOPES - Completed Student Packets

a. Secretary opens and dates.

b. Indicate on ID Card - Date, Subject and Unit Received.

c. Place Learning Activity Packets in central storage bins according to subject area.

d. Reader contacted by Curriculum Specialist - student list and learning activity packets referred for grading.

e. Reader returns graded packets - secretary makes entry on ID Card - secretary forwards to Administrative Assistant/Recorder for verification and filing.

f. Upon completion of final packet in a course, Administrative Assistant/Recorder readies the File for transcripts. "Transcripts sent" entry made on ID Card, site log, and course list.

g. Administrative Assistant/Recorder forwards to Counselor for Student Learning Plan entry; Counselor returns to Master File upon completion.

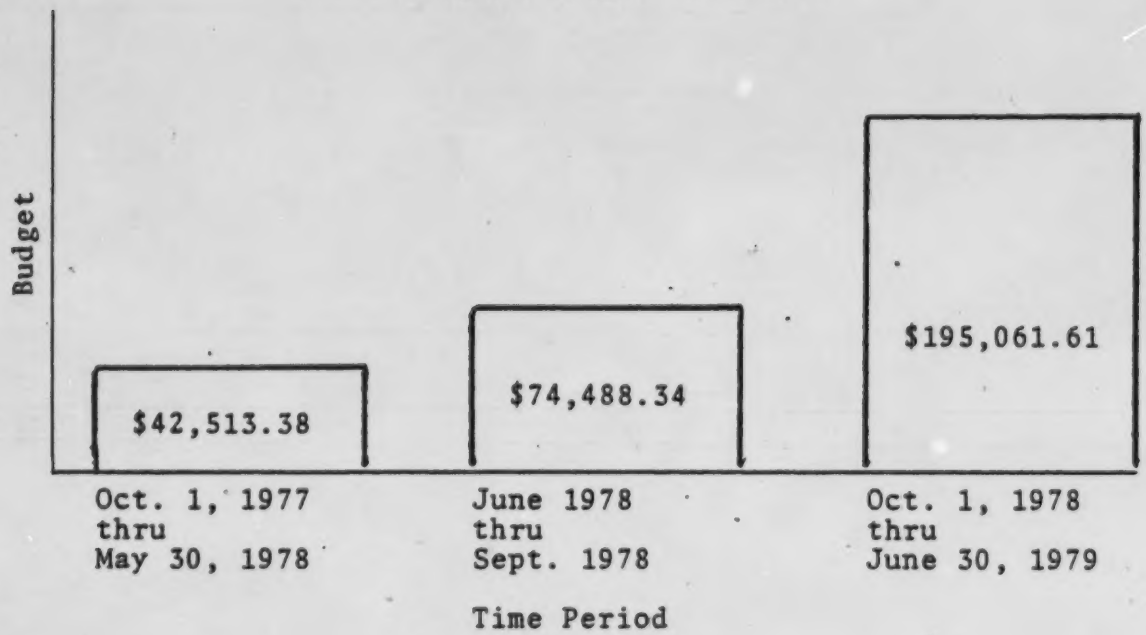
h. When a student graduates, with assistance from the P.A.S.S. Program, he/she receives the certificate and his/her File is then transferred to the Graduate Section of the Master File.

Figure 6 Continued. Interoffice Student Enrollment Procedure.

In completing the historical description of the P.A.S.S. Program for 1978, the overall budget development needs to be mentioned. From the developmental stages in 1977, through the 1978-79 school year, the total P.A.S.S. Program budgets are indicated in Table 1.

Table 1

Total Program Budget 1977-1979



SECTION III - P.A.S.S. PROGRAM DESCRIPTIVE DATA

The information contained in this section of the report has been compiled to help the reader obtain an objective overview of key data indicators, i.e., unit development, and enrollment data by units attempted and units completed.

UNIT DEVELOPMENT

Figure 7 contains the complete list of units developed by the P.A.S.S. Program to date.

P.A.S.S. PROGRAM PACKETS (CURRICULUM UNITS)

COURSE AND UNIT NAME	DESCRIPTION
English IA - 5 credits	
Unit I	Parts of speech (nouns-pronouns-verbs-adjectives-adverbs)
Unit II	Punctuation
Unit III	Dictionary Skills
Unit IV	Comprehensive Skills
English IB - 5 credits	
Unit V	Prefixes and Suffixes
Unit VI	Synonyms, Antonyms and Homonyms
Unit VII	Sequence, Main Idea and Inference
English IIA - 5 credits	
Unit I	The Novel
Unit II	Poetry
Unit III	Grammar
Unit IV	Writing the Paragraph/Writing Creative Jottings
Unit V	Modern Biographies

Figure 7. P.A.S.S. Program Packets (Curriculum Units)

Reading - 5 credits

Unit I	Vocabulary Development (synonyms-antonyms, homonyms-multiple meaning words)
Unit II	Language Usage (prefixes-suffixes)
Unit III	Comprehension Skills - Part A
Unit IV	Comprehension Skills - Part B
Unit V	Dictionary-Reference Skills

Speech - 5 credits

Unit I	Fundamentals of Speech
Unit II	Basic Speech Requirements

General Math A - 5 credits

Unit I	Place Values
Unit II	Addition and Subtraction
Unit III	Multiplication and Division
Unit IV	Application
Unit V	Roman Numerals

General Math B - 5 credits

Unit VI	Fractions
Unit VII	Decimals
Unit VIII	Equations-Ratio-Proportion-Percent
Unit IX	Measurement

Algebra IA - 5 credits

Unit I	Basic Operations
Unit II	Integers
Unit III	Linear Equations
Unit IV	Linear Inequalities
Unit V	Factoring

Algebra IB - 5 credits

Unit VI	Factoring Trinomials
Unit VII	Simplifying Fractions
Unit VIII	Combining Fractions

U.S. History A - 5 credits

Unit I	The Land and The People
Unit II	Men and History
Unit III	Men and Machines
Unit IV	Customs and Institutions

American Government - 5 credits

Unit I	Systems of Government
Unit II	National, State and Local Government
Unit III	Federal Income Tax

Figure 7 Continued. P.A.S.S. Program Packets (Curriculum Units)

Mexican American History/Ethnic Studies - 5 credits

Unit I	The Hispano-Indian Synthesis, 1536-1809
Unit II	The Mexican Southwest, 1810-1848
Unit III	The Anglo-American Conquest, 1849-1910
Unit IV	The Reawakening of the Mexican-American, 1911-1970's

General Science A - 5 credits

Unit I	The Scientific Mind
Unit II	Physical Science Concepts - Part A
Unit III	Physical Science Concepts - Part B
Unit IV	Plants
Unit V	Animals

Work Experience - 5 credits

Unit I	The Importance of Making Decisions
Unit II	Things That Affect Decisions

Outdoor Study - 5 credits

Unit I	Vegetable Crops
Unit II	Field Crops
Unit III	Careers In Agriculture
Unit IV	Vine and Small Fruit Crops
Unit V	Tree Crops

Social Studies - 5 credits

- Driver Education
- First Aid
- Career Orientation
- Drug Abuse

Figure 7 Continued. P.A.S.S. Program Packets (Curriculum Units)

ENROLLMENT DATA BY UNITS

In order to document the need for the units developed by the P.A.S.S. Program to date, Figure 8 showing the student usage of all units was prepared. Figure 8 data indicates the amount of partial and full credits earned in each course documented by official P.A.S.S. Transcripts during 1978.

	Partial Credit	Full Credit	
Reading	6	30	
English IA	25	26	
English IIA	25	0	
Speech	0	4	
General Math A	47	105	
General Math B	15	40	
Algebra IA	17	0	
Algebra IB	0	0	
General Science	4	18	
Outdoor Study	1	6	
Work Experience	22	22	
Driver Education	5	0	
American Government	0	48	
U.S. History	3	41	
Mexican American History	0	0	
Spanish Proficiency Test	0	1	
Typing	14	1	
	184	342	= 526

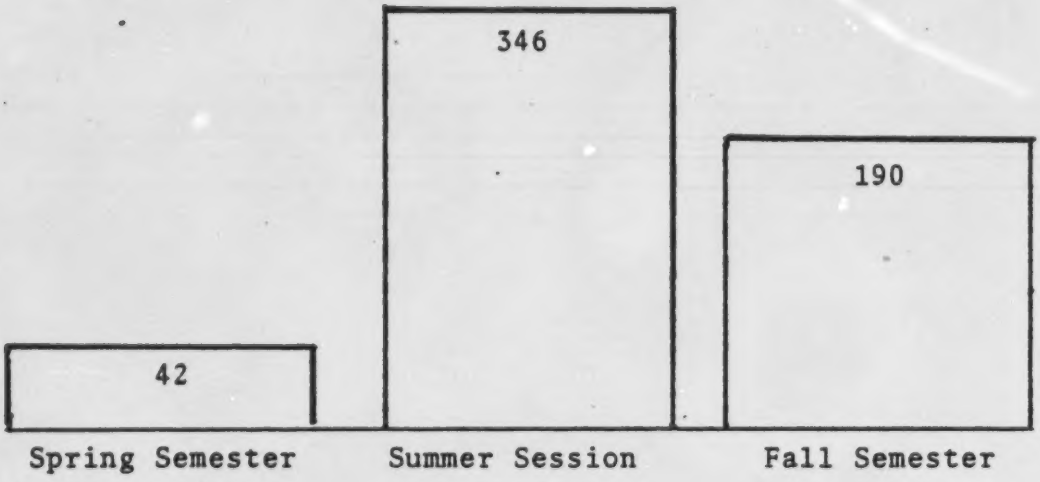
Figure 8. Enrollment Data In P.A.S.S. Courses By Units.

STUDENT ENROLLMENT DATA

The number of students who were enrolled in the P.A.S.S. Program can be seen by referring to Table 2. The data in Table 2 indicate on a program operation basis the number of new students enrolled during the Spring Semester, Summer Semester and Fall Semester. The total number of students who enrolled in the P.A.S.S. Program during 1978 was 578. An additional 32 students were in the process of being enrolled by December 31, 1978.

Table 2

1978 Student Enrollment Data In P.A.S.S. Program

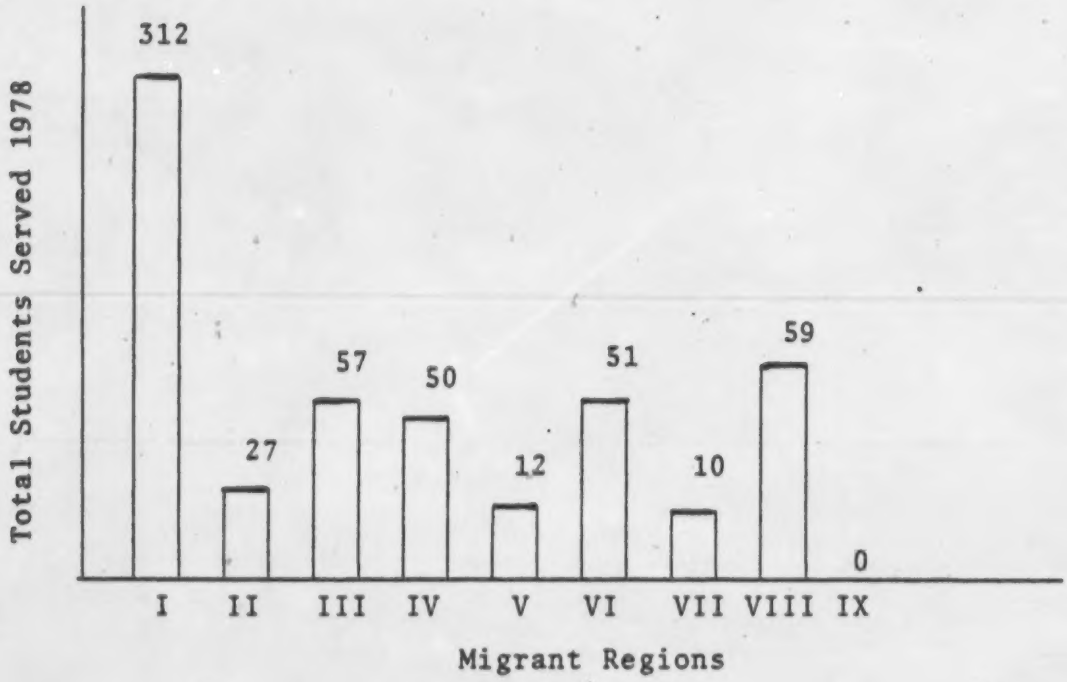


The student dropout rate from the P.A.S.S. Program has been quite low. Seven students terminated in the Spring, three in the Summer and two in the Fall for a total of 12 students who terminated their involvement in the P.A.S.S. Program.

Table 3 indicates by Migrant Region how the total number of students served during 1978 were distributed throughout the State of California.

Table 3

1978 Student Enrollment Data By Migrant Region



There is a positive correlation between the number of students served in a region and the population of secondary level migrant students residing within that region. In addition, it should be noted that the special summer projects also affected the regional student count.

SECTION IV - APPRAISAL AND RECOMMENDATIONS

This section of the Interim Report consists of the feedback obtained from the Advisory Review Committee which met on December 7th and 8th, 1978, to evaluate the P.A.S.S. Program to date. The following questions were addressed at the meeting:

1. What is the consensus of the Committee regarding the work completed during the first year (1978) of this program?
2. What is the consensus of this group regarding the curriculum units developed to date?
3. What are and should be the goals and objectives of the P.A.S.S. Program in 1979?
4. Recognizing the need to articulate the P.A.S.S. Program both within and outside of California, what should P.A.S.S. Program Staff be concerned with?
5. What information should the P.A.S.S. Staff be concerned with gathering during 1979 from questionnaires and visitor monitor forms?
6. What is the consensus of this group regarding the enrollment and record keeping procedures established to date?
7. What other general concerns are important in order to conduct the P.A.S.S. Program more effectively in 1979 and beyond?

The following section contains a synthesized summary of the Committee's thoughts and concerns to the previously listed questions?

Question 1. What are and should be the goals and objectives of the P.A.S.S. Program in 1979?

The Committee felt that the major goal of the P.A.S.S. Program is to prevent migrant students from dropping out of high school by assisting them with alternative methods of credit accumulation.

The Committee agreed that this goal was being met by P.A.S.S. Program activities. A need to clarify which migrant students would be served was discussed by the Committee. Questions explored included: "Should those students with the most potential be served first, or those with the greatest academic deficiencies?" In addition, the idea of conducting a "goal free" evaluation was discussed. A "no goal" evaluation approach would entail looking at the best and worst methods of program implementation and analyzing the differences. The successful elements of the best methods could then be replicated to the entire program.

Recommendations of the Committee were:

1. Modify the program goals and objectives as the target population becomes more specifically delineated.
2. Examine best/worst methods of program implementation developing objectives to meet best (model) methods of implementation.

Question 2. What is the consensus of the Committee regarding the work completed during the first year (1978) of this Program?

There was a clear and unanimous consensus on the part of the Committee concerning the accomplishments of the past year. The overall goal and rationale for implementing the P.A.S.S. Program was perceived as an important and worthwhile endeavor. The Committee felt that the administration of the program was both generally effective and efficient in reaching initial program objectives.

Some concern was discussed over the fact that the program is growing exponentially and that not all migrant students can or even should be served by the P.A.S.S. Program. One suggestion was to do a task analysis of what is needed to identify and serve a migrant student. If the program rationale is to serve migrant students on the basis of need, the specific kinds of needs would have to be defined (academic, accumulation of course credits, meeting competency standards, etc.). One strategy the Committee suggested was to screen all migrant students based on pre-analyzed criteria. Screening would consist of questionnaires and/or review of a student's academic records. Those students meeting the criteria would be assessed to enable the P.A.S.S. Program to meet these student's identified needs.

Recommendation of the Committee was:

1. The P.A.S.S. Program should, with state and regional coopera-

tion, develop a more clearly articulated statement, defining the target population to be served.

Question 3. What is the consensus of this group regarding the curriculum units developed to date?

The Committee did not have adequate time to evaluate the curriculum units. However, the use of the Parlier High School approved curriculum for the P.A.S.S. Program units was discussed. The question was raised, "Should the P.A.S.S. Program concern itself with credit accumulation or helping students meet proficiency standards for high school graduation?"

The consensus of the Committee was that, wherever possible, curriculum units should focus on appropriate competency areas addressed in the statewide graduation proficiency standards.

Recommendations of the Committee were:

1. With state and regional migrant cooperation, there should be a unique set of curriculum needs identified for migrant students to benefit from the P.A.S.S. Program.
2. Curriculum units should, whenever possible, be anchored into statewide proficiency standards for graduation so that students can acquire appropriate competencies as well as accumulate credits.
3. The P.A.S.S. Program curriculum should develop into a model curriculum for meeting proficiency requirements for high school graduation throughout the state.

Question 4. Recognizing the need to articulate the P.A.S.S. Program both within and outside of California, what should P.A.S.S. Program Staff be concerned with?

The Committee discussed the need to continue to articulate the P.A.S.S. Program with other migrant programs in the state. The role of the P.A.S.S. Program as one component of the Secondary Dropout Prevention Program was identified as a good example of horizontal articulation with other migrant programs. Another area mentioned previously concerns the articulation of the P.A.S.S. curriculum with other curriculums throughout the state. The Committee felt that addressing the area of proficiency standards would be a positive step to take in articulating the P.A.S.S. curriculum with other secondary level programs in California.

The Committee also addressed the need to articulate the P.A.S.S. Program with other compensatory education programs on a state and regional level. The importance of working with the migrant regions was repeatedly mentioned by the Committee. The Committee addressed the area of special education and the need to insure that P.A.S.S. Program materials were also suitable for a migrant student with special needs.

Finally, the value and importance of articulating with educational agencies outside of California was discussed. National and regional cooperation was mentioned by the Committee to insure effective support for students who cross state lines.

Recommendations of the Committee were:

1. That the P.A.S.S. Program continue to work closely with state, regional and local agencies in the areas of dropout prevention, proficiency standards and special education needs.
2. That the state educational agency with P.A.S.S. Program personnel, explore the possibility of serving as a model pilot program for a national P.A.S.S. Program.

Question 5. What information should the P.A.S.S. Staff be concerned with gathering during 1979 from questionnaires and visitor monitor forms?

The Committee agreed that the questionnaires and monitor forms were valid for gathering general awareness and additional data concerning the P.A.S.S. Program. As a result of feedback from the Committee, more specific questions were included in the questionnaires. The final form of the questionnaires and monitor forms are found in Appendix F.

Question 6. What is the consensus of this group regarding the enrollment and record keeping procedures established to date?

The Committee felt that the enrollment and record keeping procedures were both thorough and systematic. The importance of well documented student records was stressed by the Committee throughout the meeting. The related area of the need for identifying a specific student population was discussed in terms of in-service for contact people enrolling new students. An additional area discussed by the Committee involved the student grading and feedback process. The Committee felt that students should receive feedback on each unit as soon as possible. Information from students and contact persons should be gathered concerning the grading and feedback process.

Recommendation of the Committee was:

1. The P.A.S.S. Program Director should pilot test at one or two implementation sites the idea of allowing a contact person to grade a student's test and give him/her immediate feedback.

Question 7. What other general concerns are important in order to conduct the P.A.S.S. Program more effectively in 1979 and beyond?

The Committee felt that overall, the P.A.S.S. Program has done a remarkable job during 1978. The major areas of concern for 1979, in the Committee's opinion, centered on the following:

- .clearly defining the students to be served
- .further sharpening existing goals and objectives
- .articulating the P.A.S.S. curriculum with statewide proficiency standards and existing curriculums throughout California
- .working towards developing a national model of P.A.S.S. Program implementation
- .conduct a more comprehensive program evaluation during 1978-79 to look at areas which could not be adequately covered in this evaluation due to limited resources.

APPENDIX F

CODE_____

DATE_____

P.A.S.S. PROGRAM CONTACT PERSON QUESTIONNAIRE

Prepared by:
Cybernetic Learning Systems
PO Box 147
Hollister, Ca. 95023

DIRECTIONS: Please assist us in conducting an independent evaluation of the P.A.S.S. Program by completing the following items. To insure your anonymity, please mail your completed questionnaire directly to Cybernetic Learning Systems.

1. What is your primary position? (i.e., counselor, resource specialist, etc.)_____

2. How long have you been aware of the P.A.S.S. Program?

   _____months

3. When did you start to serve students in the P.A.S.S. Program?

   _____date

4. How many students have you been actively involved with in the P.A.S.S. Program to date?_____

5. To your knowledge, how many students from your school have graduated because of direct assistance from the P.A.S.S. Program?_____

6. How has P.A.S.S. helped students at your school progress toward eventual graduation? Give as many specific examples as possible._____

   _____

   _____

   _____

   _____

P.A.S.S. PROGRAM CONTACT PERSON QUESTIONNAIRE

7. Are you aware of the three components of the Migrant Education's Secondary School Dropout Prevention Program?

   Yes_____or No_____

   If yes, do you feel the P.A.S.S. Program compliments or supports the counseling and workstudy components of the Secondary School Dropout Prevention Program?

   Yes_____or No_____

   Please explain._____

   _____

   _____

8. Have you been able to refer to the P.A.S.S. Program all the migrant students you felt could benefit from it?

   Yes_____or No_____

   If not, please list the constraint(s) in order of importance you feel prohibit all students from participating.

   _____

   _____

   _____

9. Are the goals of the P.A.S.S. Program clear to you?

   Yes_____or No_____

   Please comment on what you consider to be P.A.S.S.'s most important goal._____

   _____

   _____

P.A.S.S. PROGRAM CONTACT PERSON QUESTIONNAIRE

10. Do you feel the P.A.S.S. Program in general is a worthwhile endeavor?

Absolutely'____'____'____'____'Not at all

11. How would you rate the quality of the P.A.S.S. Program instructional units?

Excellent'____'____'____'____'Poor

Please comment._____

_____

12. What specific difficulties do you find students encounter while participating in the P.A.S.S. Program?

Enrolling_____ Why?_____

Unit Reading Level_____ Why?_____

Size of Units_____ Why?_____

English only units_____ Why?_____

Motivation to complete work_____ Why?_____

_____

Tutoring help_____ Why?_____

Communicating with P.A.S.S. personnel_____ Why? _____

_____

Other_____ Why?_____

_____

P.A.S.S. PROGRAM CONTACT PERSON QUESTIONNAIRE

13. As the P.A.S.S. Program Contact Person at your school, please note the effectiveness of communication of the P.A.S.S. Program:

Does Not Apply

.with migrant students

Excellent ' ' ' ' ' Poor _____

.with teachers

Excellent ' ' ' ' ' Poor _____

.with administrators

Excellent ' ' ' ' ' Poor _____

.with regional migrant staff

Excellent ' ' ' ' ' Poor _____

.with P.A.S.S. program personnel

Excellent ' ' ' ' ' Poor _____

14. Please list any specific suggestions you have in terms of making improvements in the total operation or any part of the P.A.S.S. Program.

.curriculum _____

_____

.enrollment procedures _____

_____

.record keeping _____

_____

.articulation with other programs _____

_____

.other _____

_____

CODE_____

DATE_____

P.A.S.S. PROGRAM REGIONAL OFFICE/ADMINISTRATIVE QUESTIONNAIRE

Prepared by:
Cybernetic Learning Systems
PO Box 147
Hollister, Ca. 95023

DIRECTIONS: Please assist us in conducting our independent evaluation of the P.A.S.S. Program by completing the following items. To increase anonymity, please mail your completed questionnaire directly to Cybernetic Learning Systems.

1. What is your primary position? (regional director, principal, or coordinator, etc.)_____

2. Please describe your functional responsibility as it relates to the P.A.S.S. Program._____

_____

_____

3. Are you aware of the three components of the Migrant Education's Secondary School Dropout Prevention Program?

Yes_____or No_____

If yes, do you feel the P.A.S.S. Program compliments or supports the counseling and workstudy components of the Secondary School Dropout Prevention Program?

Yes_____or No_____

Please explain._____

_____

_____

P.A.S.S. PROGRAM REGIONAL OFFICE/ADMINISTRATIVE QUESTIONNAIRE

4. Are the goals of the P.A.S.S. Program clear to you?

   Yes_____or No_____

   Please comment on what you consider to be P.A.S.S.'s most important goal._____

   _____

   _____

5. Do you feel the P.A.S.S. Program in general is a worthwhile endeavor?

   Absolutely'_____'_____'_____'_____'Not at all

6. How would you rate the quality of the P.A.S.S. Program instructional units?

   Excellent'_____'_____'_____'_____'Poor

   Please comment._____

   _____

   _____

7. What specific concerns do you have about the P.A.S.S. Program?

   Student identification_____

   Student enrollment_____

   Student record keeping_____

   P.A.S.S. curriculum_____

   P.A.S.S. articulation with other agencies_____

   Geographical areas_____

   Other_____

   _____

DATE_____

SITE VISITED_____

EVALUATOR_____

P.A.S.S. PROGRAM MONITOR FORM

Prepared by:
Cybernetic Learning Systems
PO Box 147
Hollister, Ca. 95023

DIRECTIONS: The purpose of this Monitor Form is to objectively evaluate key areas while making field visitations to participating districts in the P.A.S.S. Program. Please complete this form for each school site you visit, as this form becomes a documented part of the independent evaluation of the P.A.S.S. Program.

Administrative Information*

Name(s) and Title(s) of Administrator(s) interviewed:

_____

_____

*If possible, interview at least one building level and district level administrator, preferably the immediate supervisor of the local school P.A.S.S. Program contact person.

Probe to discover Administrator's awareness of:

..Secondary Dropout Prevention Program_____

..P.A.S.S. Program as component of Dropout Prevention_____

..Goals/objectives of P.A.S.S. Program_____

_____

..Eligibility requirements of migrant students for P.A.S.S. Program

_____

..Purpose and function of Migrant Student Record Transfer System (MSRTS)_____

_____

Probe to discover depth of administrative articulation:

..Within local district_____

_____

P.A.S.S. PROGRAM MONITOR FORM

..With local Regional Migrant Staff _____

_____

..With P.A.S.S. Program Personnel _____

_____

..With Mini-Corps _____

_____

..With State Department Level Migrant Education Staff _____

_____

..With agencies outside California _____

_____

Probe to assess possible areas of concern - ask about:

..Curriculum (reading level, size of units, adaptability to local district, etc.) _____

_____

..Graduation requirements (accepting Parlier High School Units, etc.) _____

_____

..Local resources (staff, space, equipment, etc.) to assist in accomplishing P.A.S.S.'s mission _____

_____

Document comments on any specific administrative concerns or praiseworthy points. Summarize attitudes toward P.A.S.S. Program using direct and non-directive influences from situational interview, verbal and non-verbal behavior.

_____

_____

_____

_____

_____

_____

_____

P.A.S.S. PROGRAM MONITOR FORM

Contact Person Information*

Name(s) and Title(s) of Contact Person(s) Interviewed*

_____

_____

*At some sites, there may be more than one P.A.S.S. Program Contact Person.

Probe to discover Contact Person's awareness of:

..Relationship of P.A.S.S. Program to Secondary Prevention Dropout Program_____

_____

..Goals and objectives of P.A.S.S. Program_____

_____

..Eligibility requirements for P.A.S.S._____

_____

..How are students identified and recruited_____

_____

..General attitude toward P.A.S.S. Program (i.e., How do you feel about the P.A.S.S. Program?)_____

_____

Probe to discover ways to motivate students to enroll in and complete P.A.S.S. Units (i.e., tutoring help, ways to personalize the correspondence course approach, etc.)_____

_____

_____

..Attitude toward enrollment/record keeping procedure_____

_____

..Any suggestions for improving record keeping/enrollment procedures_____

_____

..Cooperation and communications with other agencies_____

_____

P.A.S.S. PROGRAM MONITOR FORM

Student Information:

Name, age, sex and grade of student interviewed: _____

_____

Personal Data: Number of children in family, amount of movement in the last year, etc. _____

_____

_____

Attitude about P.A.S.S. Program

..Units _____

..Tutoring help/testing _____

_____

Family support for P.A.S.S. _____

Factors that help with P.A.S.S. _____

Factors that inhibit with P.A.S.S. _____

_____

CODE_____

DATE_____

P.A.S.S. PROGRAM STUDENT QUESTIONNAIRE

Prepared by:
Cybernetic Learning Systems
PO Box 147
Hollister, Ca. 95023

DIRECTIONS: Please assist us in evaluating the P.A.S.S. Program by completing the following items. You do not have to give your name. Simply mail the completed questionnaire directly to Cybernetic Learning Systems using the enclosed self-addressed mailer. Thank you.

1. What grade are you in at school?_____

2. How old are you?_____

3. Are you male_____ or female_____?

4. Who first told you about the P.A.S.S. Program?_____

_____

5. How many credits have you enrolled for to date?_____

_____ _____

6. What do you like best about the P.A.S.S. courses?_____

_____

7. What do you like least about the P.A.S.S. courses?_____

_____

8. What would you do to make the P.A.S.S. Program work better for you?_____

_____

9. How do you feel about the P.A.S.S. Program? Great_____

I like it_____ It's ok_____ So so_____ No good_____

Why?_____

_____

CODE_____

DATE_____

P.A.S.S. PROGRAM PARENT QUESTIONNAIRE

Prepared by:
Cybernetic Learning Systems
PO Box 147
Hollister, Ca. 95023

DIRECTIONS: Your son/daughter is taking special courses to help them to graduate from high school. Please help us by answering the following questions about the P.A.S.S. Program. You do not have to give your name. Simply mail the completed form directly to Cybernetic Learning Systems using the enclosed self-addressed mailer. Thank you.

1. Are you aware of the fact that some of your son/daughter's school credits are being earned through a special program (P.A.S.S.) designed to help students of migrant farm workers? Yes_____ No_____

2. Do you know that the purpose of the P.A.S.S. Program is to help migrant students earn high school credits and thereby help them to graduate? Yes_____ No_____

3. How do you feel about the P.A.S.S. Program?
   I like it_____ I don't like it_____ I don't know_____

4. Is it important to you to have your children graduate from high school? Yes_____ No_____

5. What do you like most about what the P.A.S.S. Program has done for your son/daughter?_____
   _____

6. Is there anything you do not like about the P.A.S.S. Program?
   Yes_____ No_____ What?_____
   _____

SITE VISITED_____

DATE_____

EVALUATOR_____

P.A.S.S. PROGRAM FIELD VISIT SUMMARY

(1) Summary of impressions. (2) Positive points. (3) Major concerns. (4) Major recommendations for P.A.S.S. improvement at this site.

(1)_____

_____

_____

_____

_____

(2)_____

_____

_____

_____

_____

(3)_____

_____

_____

_____

_____

(4)_____

_____

_____

_____

_____

APPENDIX G

CONTACT PEOPLE SERVICED	SCHOOL
1. Jose R. Garcia	Gilroy High School
2. Ricardo Sanchez	Pajaro Unified School District
3. Jose Antonio Gaitan	Santa Paula School District
4. Sam Acosta	Merced County Schools
5. Kent Anderson	Calipatria High School
6. Clara Rendon	Calexico High School
7. Mario Torres	Madera High School
8. Anthony Dollenz	Dixon High School
9. Pat Danielson	Reedley High School
10. Peter Pedroza	North Monterey County High School
11. Carol Doerksen	Reedley High School
12. Helen Hernendez	Coachella Valley High School
13. Espy Acuna	Central Union High School
14. Clementia Kennedy	Fresno County Migrant Program
15. Merced Natera	Arvin High Unified
16. Ramon M. Cardenas	Delano High School
17. Eduardo Agundez	Brawley Union High School
18. Susan Garcia-Mullar	Central High School
19. Mike Salcido	Lindsay Unified School District
20. Paul Stephen Green	Corcoran High Unified
21. John Macias	Gonzales High School
22. Arthur D. Osborn	Gridley High School
23. Jose Ramos	Merced Summer '78 Program
24. Ed Martinez	Parlier Night School '78

APPENDIX G - (cont.)

CONTACT PEOPLE SERVICED	SCHOOL
25. Ron Hagg	Fresno County Migrant Program
26. John Wagers	Los Banos Summer Program
27. Claudio Perez	Parlier High School
28. Jim Breedlove	Edison High School
29. Jose Sahagun	Biggs High School
30. Darrel Kraft	Tokay High School
31. Jim Clifton	Parlier Continuation High School
32. Frances Perez	P.A.S.S. Program Office
33. Marsha Wernik	Fresno County Migrant Program
34. Carol Gaxiola	Lindsay High School
35. Larry Perreria	Livingston High School

P.A.S.S. Program Staff

Jane E. Prueitt Foshee
Coordinator

Mary Lou Costalez
Curriculum Specialist

Frances Perez
Counselor

Linda Paredes
Administrative Assistant/Coordinator's Secretary

Cecilia Gutierrez
Student Records

Anna Chavez
Clerk/Typist/Receptionist

Hillis Anderson
Clerk/Typist/Receptionist